

MUH 7938: Music and the Senses

Syllabus Spring 2021

Professor: Sarah Politz, spolitz@ufl.edu

Course Time: Mondays 4:05-7:05 pm

Office Hours: Wednesdays, 2-4 pm via Zoom

Course Description: This course explores the interdisciplinary field that has grown out of what has been termed the “sensory turn” in anthropology in the past several decades, which has impacted music studies more recently. This movement, which emphasizes the senses, bodily experience, and perception as primary for cultural analysis, has its roots in the philosophical tradition of phenomenology, particularly of Edmund Husserl and Maurice Merleau-Ponty. The sensory turn has had a growing influence on ethnographic practice in anthropology and ethnomusicology, as we will explore, especially through studies of dance, music perception, and attempts to decolonize our understanding of the senses.

Response Papers: Post a short, succinct response (about 250 words) to the course website by midnight on Sunday each week. Choose one or two of the readings from that week, and respond to them in the context of our ongoing discussions and/or your own research or experience.

Mini Sonic/Sensory Ethnography Project: Choose a musical or sonic site where you will conduct a mini-ethnography focusing on some aspect of the senses. Your site may be physical or virtual. You will take field notes, conduct interviews, possibly make audio or video recordings, and present your findings in a short, 10-minute, multimedia presentation to the class on **March 1**.

Final Paper: A research paper of about 15 pages on an aspect of music and the senses of your own choosing. Discuss possible paper topics early in the semester with Dr. Politz. Abstracts are due March 22. The final papers are due **April 26** by 5 p.m.

Outline of Class Work:

January 11 – Course Introduction

*January 15 UF Musicology Colloquium – Faculty/Student roundtable on Race and Racism in Music Studies (online)

January 18 – No class (Martin Luther King, Jr. Day)

January 25 – Decolonizing the Sensorium

David Howes, *Sensual Relations : Engaging the Senses in Culture and Social Theory*, (Ann Arbor: University of Michigan Press, 2003), pp. 1-28.

David Howes, “Introduction: Empires of the Senses,” in *Empire of the Senses: The Sensual Culture Reader*, edited by David Howes, (New York: Oxford University Press), pp. 1-17.

Tomie Hahn, *Sensational Knowledge: Embodying Culture Through Japanese Dance*, (Middletown, CT: Wesleyan University Press, 2007), pp. 1-22.

Ronald Radano and Tejumola Olaniyan. “Introduction: Hearing Empire – Imperial Listening,” in *Audible Empire: Music, Global Politics, Critique*

February 1 – Sensory Ethnography, Sonic Ethnography

Pink, Sarah. 2015, 2nd ed. “Principles for Sensory Ethnography” and “Preparing for Sensory Research” in *Doing Sensory Ethnography*. 25-70.

Samuels, D; L. Meintjes, A Ochoa, T Porcello. 2010. “Soundscapes: Toward a sounded anthropology,” *Annual Review of Anthropology* 39 .329-345.

Steven Feld and Donald Brenneis. 2004. "Doing anthropology in sound," *American Ethnologist* 31: 461-474.

Hannah Gould, et al. 2019. "An Interrogation of Sensory Anthropology of and in Japan," *Anthropological Quarterly*, 92(1):231-258.

February 8 – Music, the Senses, and Sound Studies

*Discuss Mini-Ethnography ideas

Feld, Steven. 2010. "Re-producing acoustic landscapes." In Pasquale Gagliardi, Bruno Latour, and Pedro Memelsdorff (eds.), *Coping with the Past: Creative Perspectives on Conservation and Restoration*, Firenze: Olschki, 2010, pp. 97-114.

Ihde, Don 2012 [1977]. "The auditory dimension." *The Sound Studies Reader* [orig. *Listening and voice: A phenomenology of sound*. Athens: Ohio University Press.]

Casey, Edward. 1996. "How to get from space to place in a fairly short stretch of time:

Phenomenological prolegomena." In S. Feld and K.H. Basso (eds), *Senses of Place*. Santa Fe, NM:

School of American Research Press

Schafer, R. Murray. 2012 [1977]. Excerpts, *The Soundscape: Our Sonic Environment and the Tuning of the World*. Rochester, Vermont: Destiny Books.

Ingold, Tim. 2007. "Against soundscape." In Carlyle, A. (ed.) *Autumn Leaves: Sound and the Environment in Artistic Practice*, Paris : Double Entendre.

Kelman, Ari Y. 2010. "Rethinking the soundscape: A critical genealogy of a key term in sound studies," *The Senses and Society*, 5(2): 212-234.

Drever, John Levack. 2002. "Soundscape composition: the convergence of ethnography and acousmatic music." *Organised Sound* 7(1): 21–27

Howes, David. 2019. "Embodiment and the Senses," in *The Routledge Companion to Sound Studies*, 24-34.

*Feb. 12-14 Music, Sound, and Trauma online conference

February 15 – Phenomenology

Taylor Carman, *Merleau-Ponty*, (New York: Routledge, 2008), pp. 6-34; 83-87;

Maurice Merleau-Ponty, *Phenomenology of Perception*, Translated by Donald A. Landes. (London and New York: Routledge, 2012 [1945]), pp lxxx-lxxxv; 13-51, 100-105, 143-155, 458-473

Harris Berger. 2020. "Phenomenological Approaches in the History of Ethnomusicology,"

Timothy Rice.

Merleau-Ponty, Maurice. 1945 (2012). "The Perceived World," from *Phenomenology of Perception*.

Schutz, Alfred. 1932 (1967). "Foundations of a Theory of Intersubjective Understanding," in *The Phenomenology of the Social World*. 97-136.

*Feb. 19-20 AMS-South online conference hosted by University of Alabama

February 22 – Embodiment and Ritual

Geurts, Kathryn. 2002. "Personhood and Ritual Reinforcement of Balance," in *Culture and the Senses: Bodily Ways of Knowing in an African Community*. 144-168.

Friedson, Stephen. 2009. "Southern Lands," "Northern Gods," and "The Rhythm of the Crossroads," in *Remains of Ritual*. 1-14, 123-154. Audio and video at www.remainsofritual.com.

Hagedorn, Catherine. 2001. "Notes on Fieldwork: Dreaming Ogun" and "Embodying the Sacred in Afro-Cuban Performance," in *Divine Utterances: The Performance of Afro-Cuban Santeria*.

Nicholas, Lorraine. 2018. "Memory, History, and the Sensory Body: Dance, Time, Identity," in *Rethinking Dance History: Issues and Methodologies*.

March 1 – Mini Sensory Ethnographies

March 8 – Music Perception

- Becker, Judith. 2004. "Introduction" and "Deep Listeners," in *Deep Listeners: Music, Emotion, and Trancing*. 1-12, 45-68.
- Albert S. Bregman. *Auditory Scene Analysis : The Perceptual Organization of Sound*. Cambridge, Mass.: MIT Press, 1990, pp. 1-45; 455-502
- Reinier Plomp. *The Intelligent Ear: On the Nature of Sound and Perception*. Mahwah, N.J.: Lawrence Erlbaum Associates, 2002, pp. 34-92.
- David Huron. *Sweet Anticipation: Music and the Psychology of Expectation*. The MIT Press, 2006, chapters 7 and 8 (pp. 101-141).
- Ingrid Monson. "Hearing, Seeing, and Perceptual Agency." *Critical Inquiry* 34, no. 2 (2008): S36-S58.
- Eric Clarke, Alan E. Williams, and Dee Reynolds. 2018. "Musical Events and Perceptual Ecologies," *The Senses and Society*, 13(3):264-281.

March 15 – Healing and Health

- Friedson, Stephen. 1996. "Ethnography as Possibility" and "In the Vimbuza Mode" in *Dancing Prophets*. 1-8, 128-162.
- Geurts, Kathryn. 2002. "Well-Being, Strength, and Health in Anlo Worlds," in *Culture and the Senses*. 201-226.

*March 13-14 SEMSEC (Southeast and Caribbean chapter of SEM) online conference

March 22 – Affect

- Christabel Stirling, "Sound, Affect, Politics," in the Routledge Companion to Sound Studies
- Pablo Vila, "Music, Dance, Affect, and Emotions: Where Are We Now?" in *Music, Dance, Affect, and Emotions in Latin America*
- Timothy Taylor, "Music and Affect in the West: The First 2000 Years," in *Music in the World: Selected Essays*.
- Gavin Lee, "Postcolonial Affect: Ambiguous relationality in Robert Casteels's L'(autre) fille aux cheveux de Bali," *Journal of the Royal Music Association*
- Marie Thompson and Ian Biddle, eds., *Sound, Music, Affect: Theorizing Sonic Experience*
- Paul Schauert, "Emotional ethnomusicology: Phenomenological possibilities for the study of music and affect," in *Over the Edge: Pushing the Boundaries of Folklore and Ethnomusicology*
- Ana Hofman. 2015. "The Affective Turn in Ethnomusicology," *Музикологија (Musicology)*, I(18):35-54.

*March 18-21 Society for American Music (SAM) online conference

March 29 – Visual Anthropology

*Final paper abstracts due

- Mitchell, WJT. 2005. "There are no visual media." *Journal of Visual Culture*. 4(2): 257-266
- Henley, Paul. 2007. "Seeing, hearing, feeling: Sound and the despotism of the eye in 'visual' anthropology." *Visual Anthropology Review*. 23(1): 54-63

April 5 – Sensory Ecologies

- Gibson, James Jerome. *The Senses Considered As Perceptual Systems*. Westport, Conn.: Greenwood Press, 1983, pp. 47-58
- Clarke, Eric F. *Ways of Listening: An Ecological Approach to the Perception of Musical Meaning*. Oxford ; New York: Oxford University Press, 2005, pp. 3-47.
- Iyer, Vijay. "Embodied Mind, Situated Cognition, and Expressive Microtiming in African-American Music." *Music Perception* 19 , no. 3 (2002): 387-414.

Steven Feld. "Waterfalls of Song: An Acoustemology of Place Resounding in Bosavi, Papua New Guinea." In *Senses of Place*. Edited by Steven/Basso, Keith H Feld. Santa Fe: NM: School of American Research, 1996.

Ingrid Monson, "Improvisation and the Sensory Turn." manuscript.

April 12 – Student presentations

April 19 – Student presentations

Final papers due April 26 by 5 pm.

Policies

The in-person section of this course will take place face-to-face to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- During class breaks, please exit the building entirely and observe physical distancing of 6 feet. Please do not congregate in the classroom or in the hallways. You should come prepared with outerwear, umbrella, etc. to take the break outdoors.
- It is strongly recommended that students in the in-person section bring a device (laptop, tablet, smartphone) and earbuds/headphones with microphone to class to participate in Zoom video and chat sessions. Please speak with the professor if you need access to a device for class.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

The online section of this course takes place on Zoom and Canvas concurrently with the in-person section. You should participate actively in discussion on Zoom, using video and audio as appropriate, and keeping your microphone muted when not speaking. Remember that you can also participate using the chat function in Zoom. You may mute your video after the beginning of class if you wish, but you are

encouraged to keep it on. You may find that earbuds or headphones, as well as a quiet, private space, improve your experience.

Our class sessions may be audio visually recorded for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your image, video, or voice recorded, please speak with the professor about your concerns. You also have the option of using the chat function to participate. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Resources for confronting the challenges of COVID-19, including dealing with precarious home and work environments, mental health issues, and displacement, can be found here:

https://docs.google.com/document/d/111YAeLIZEGexvmxanpQjTOE4xw_wsMQgS4uwt7GohvM/edit

Please do not multitask during class, become distracted by your phone or other devices, browse the web, etc. You should arrive on time, and notify Dr. Politz if you need to be absent, late, or leave early.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

For UF grading policies, including grades and grade points, please see here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> ([Links to an external site.](#)).

Academic Resources:

Technical support (including Zoom and internet trouble), helpdesk.ufl.edu, 352-392-4357

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/> ([Links to an external site.](#))

Office of Graduate Professional Development. Workshops and career advising on job searches, writing and research, personal and professional development for graduate students.

<http://graduateschool.ufl.edu/about-us/offices/division-of-graduate-student-affairs-dgsa/professional-development-ogpd/>

E-learning technical support (for Canvas), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Wellness Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.